1 Making connections

In this unit you will…

- **talk** and **write** about meeting and greeting in your culture
- **read** and **understand** a text about famous gifts in history
- **ask for** and **give** ideas and opinions
- **listen** to a description of a family and write about your own family
- **read** about people tracing their ancestors
- **listen** to students talking about what they've done at school
- **write** an account of your first weeks at secondary school for the school website.

Getting started

"Who are the most important people in your life?"

Watch this!

1.1 Meeting and greeting

In this lesson you will...

- use words and phrases for meeting and greeting
- talk and write about meeting and greeting in your culture.

- **Do you know any words for hello and goodbye in other languages?**

Vocabulary

1 Work with a partner.

a Practise saying these words and phrases.

Hello	How are things?	Good morning	Goodbye	See you later	Hi
Bye	Nice to meet you	See you	How are you?	Good afternoon	Hey

b Which words and phrases do you use when you meet someone? Which do you use at the end of your conversation?

c Which words and phrases are for friends and family? Which would you use with your teachers?

Language tip

Use the pronoun 'you' to mean 'people in general'.

In China, you bow when you meet someone.

Reading and listening

2 Read about how people traditionally greet each other. Complete the text with the missing words. Then listen and check.

back	cheek	hands	head	nose	thumbs

a In Colombia, in formal situations women kiss each other on the *cheek* when they meet; men shake …… . When greeting friends and family, women often hug or kiss; men shake hands or hug.

b In India, close friends and family members hug when they meet, but they do not kiss. You only kiss babies and very young children. Among friends, men may give each other a gentle pat on the …… .

c In China, you may nod your …… or bow when you meet someone. You may also shake hands. However, you must not kiss or hug.

d In Thailand, people don't hug or kiss each other when they meet. You greet friends and colleagues with 'wai'. Wai is a gesture. You put your hands together and bow your head. The tips of your …… should touch your chin for a friend and your …… for someone older than you. However, today younger people usually wave and even hug.

3 **Which of the four texts in Exercise 2 does this photo illustrate?**

Vocabulary

4 **Match the words and phrases from the text with their meanings.**

formal	cheek	to hug	pat	gesture	tip	to wave

a a movement of the hand, arms or head to express something
b the side of your face
c to move your hand when saying hello or goodbye
d following social customs and accepted ways of behaving
e to put your arms round someone
f the narrow or pointed end of something
g a gentle friendly touch with a flat hand

5 **Work with a partner. Ask and answer these questions about traditional ways of meeting and greeting in your culture. You can listen to a model conversation to help you.**

a Do you shake hands with your friends at school?
b What do you do when you meet someone of your own age for the first time?
c What do you do when you meet an adult for the first time?
d How do you greet family members and close friends?

Writing

6 **Write a paragraph about meeting and greeting in your culture. Use the words and expressions in Exercise 4 and your answers to Exercise 5.**

When you meet someone of your own age for the first time	you	say 'Hello' / 'Hi' / 'How are you?' / 'Nice to meet you.'
When you meet an adult for the first time		shake hands / bow / nod your head.
When you greet family and friends		give (them) a hug / a kiss on the cheek / a pat on the back.

1.2 It's better to give than to receive

In this lesson you will...

- read and understand a text about famous gifts in history
- use the past simple, regular and irregular.

Key words: History

army
independence
soldier
war

- **Look at the pictures. What can you say about each one?**

Reading

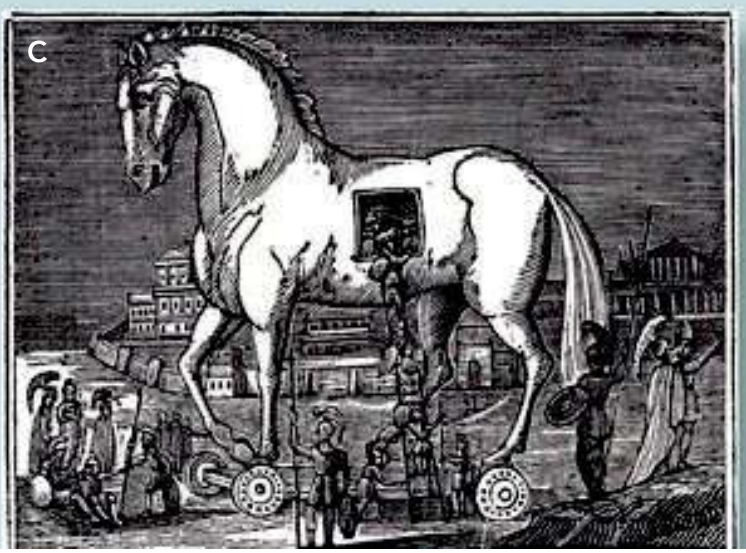
1 **Read the text and answer the questions.**

Famous gifts in history

1 The Greeks and the Trojans were at war for ten years. To bring the war to an end, the Greeks had a brilliant idea. They built a huge wooden horse, left it at the gates of Troy and then sailed away. The Trojans thought the horse was a gift and pulled it into their city. They didn't know that there were Greek soldiers hiding inside the horse. During the night, the Greek army sailed back and waited for the soldiers inside the horse to get out and open the city gates for them.

2 The Statue of Liberty was a gift from the people of France to the United States of America. It was given to them in 1886 to celebrate the centenary of the American Declaration of Independence (4 July 1776). The statue, designed by Frédéric Bartholdi, is of a woman holding a torch. The statue itself is over 46 metres tall.

3 The Rothschild Fabergé egg was a gift from Béatrice Ephrussi to Germaine Halphen, when she became engaged to Béatrice's younger brother, Baron Edouard de Rothschild, in Paris in 1902. The egg is made of pink enamel and gold; on the front is a clock. Every hour, a cockerel set with diamonds appears from inside the egg, flaps his wings four times and then nods his head three times. It remained in the Rothschild collection for over a hundred years.



a Which picture goes with which piece of text?
b Look at the words in the history key words box. Find them in the text. What are they in your language?

2 Choose the correct sentence to complete each paragraph in the 'Famous gifts in history' text. Then listen and check.

a There is a broken chain at her feet.
b In 2007, the family sold it for 18.5 million US dollars.
c They entered the city and destroyed it, bringing the war to an end.

3 Work with a partner. Find these words in the text and try to work out what they mean. Use the context and the pictures to help you. Check your answers in a dictionary.

brilliant	huge	celebrate	centenary	torch
engaged	enamel	cockerel	flaps (*verb*)	

Reading tip

Try to work out the meaning of unfamiliar words from their context. For example, what does the word 'gift' mean? The article is called 'Famous *gifts* in history' and it's about things that people have *given* to each other on special occasions. Therefore, a gift is something that you give on a special occasion.

Use of English Past simple: regular and irregular

The past tense forms of these verbs are in the text. Find them.

regular: sail, ***sailed*** pull wait remain

irregular: be, ***was*** have build leave think become

Questions in the **past simple:**

Two nations were at war. ***Who were*** *they?*

What did *the Greeks* ***build****?*

Did *all the Greeks* ***sail*** *away from Troy?*

Negatives in the **past simple:**

The Trojans ***didn't know*** *that there were Greek soldiers inside the horse.*

The horse ***wasn't*** *a real horse and it* ***wasn't*** *a real gift.*

4 Work in small groups. Take each paragraph of the text in turn. Half of the group looks at the text and asks questions. The other half of the group answers without looking at the text.

Start like this: ***Two nations were at war. Who were they?***

5 Discuss these questions, giving reasons for your answers.

a Do you believe the story of the Trojan horse?
b Do you think the Statue of Liberty was a well-chosen gift?
c What is your opinion of the Fabergé egg as a gift?

1.3 What should I give?

In this lesson you will...

- listen to and understand information and opinions in a radio interview
- ask for and give ideas and opinions.

- **When do you give and receive gifts?**

Listening tip

Always read the questions before you listen.

Listening

1 Listen to two people talking on a radio programme. What are they talking about? Which country do they mention?

2 Listen again. Here are the interviewer's questions. How do Razia and Sandeep answer them?

a What should you take when you visit friends and family?
b Should you be careful when giving flowers? Why?
c How should you wrap your gifts?
d When is money a suitable present?
e Is there anything you should remember when giving money?
f What do you give to close friends and family?
g When do you open your gifts?
h When do you exchange gifts?

Remember

You can use *should* and *shouldn't* to ask for and give advice.

*What **should** you take when you visit friends and family?*

***Should** you be careful when giving flowers?*

*You **should** wrap your gifts.*

*You **shouldn't** give white flowers.*

Speaking

3 Work in groups. You're going to do a radio interview, like the one in Exercise 1.

Step 1: Decide who is going to be the interviewer and who are going to be the guests.

Step 2: Ask and answer the questions in Exercise 2. Practise asking the questions with the correct pronunciation and intonation. Give your own answers to the questions.

Step 3: Do the interview. Use the words and phrases below.

Speaking tip

Make a note of the words and phrases below and use them whenever you can to keep a conversation going.

Useful phrases for expressing yourself

Give an opinion

I think it's always a good idea to (take / give) …

(Flowers / Sweets) … are good things to take for most occasions.

Make suggestions, ask about suggestions

You can also (take / give / send) …

You should never (give / take) …

You should wrap your presents in …

Why shouldn't you give …?

Give reasons

That's because …

Give examples

You may want to give special presents, like …

(At a wedding / When a baby is born), for example …

Add information

There's also a tradition of (giving / exchanging) …

Keeping the conversation going

Express agreement

Yes, I agree.

Ah, yes, good point.

Show you understand

Oh, I see.

Oh, right.

Comment on what someone has said

Ah, that's interesting.

1.4 You and your family

In this lesson you will...

- listen to a description of a family and write about your own family
- use apostrophes *'s* and *s'* (*my father's brother*, *my grandparents' early lives*).

- **In thirty seconds, how many words for family members can you remember?**

Vocabulary

1 Work with a partner. Match the definitions to the words.

ancestors	mother's mother	mother's father		
great-grandparents	nephew	niece	only child	relatives

a members of your family
b your brother's or your sister's daughter
c your brother's or your sister's son
d your grandmother on your mother's side
e your grandfather on your mother's side
f a child with no brothers or sisters
g your mother's / father's grandparents
h people in your family a long time ago

2 Look at these informal words for members of the family. Who do they refer to?

grandma	granny	grandpa	granddad	mum	dad

Speaking

3 Work with a partner. Ask and answer these questions about your family.

a What are your grandparents' first names? ***My mother's father is called …***
b Where were your grandparents born?
c Where were your parents born?
d What is your father's date of birth?
e How many cousins have you got? Can you name them all?
f Have you got any relatives you've never met?
g Have any members of your family emigrated to other countries? Who, and where?
h Do you know where your ancestors came from?

Use of English Apostrophes 's and s'

Notice the difference between apostrophe s ('s) and s apostrophe (s'):

- Apostrophe s ('s) shows that something belongs to one person or one thing
- s apostrophe (s') shows that something belongs to more than one person or thing.

What is your father's date of birth? = What is the date of birth of your father?

What are your grandparents' first names? = What are the first names of your grandparents?

Why is the apostrophe before the s in the first sentence and after the s in the second sentence?

4 Put the apostrophes in the right position in these sentences.

a My cousins name is Su-Wei.
My cousin's name is Su-Wei.

b My grandmothers name is Aisha.

c When I was young I lived very near my grandparents house.

d My sisters names are Grace and Alice.

e My fathers brothers live in Jakarta.

f I want to find out more about my ancestors lives.

Listening

5 Listen and answer the questions.

a Who has the same name as Alicia?

b Who was born first, Alicia or her brother Carlos?

c Where do Alicia's mother's parents live?

d Who are Rosa and Natalia?

e Where do Rosa and Natalia live?

f Are Rosa and Natalia on Alicia's mother's side or her father's side of the family? How do you know?

6 You've had an email from a distant relative who is researching your family history. Write your reply.

New message

Could you tell me anything you know about the family? What are your grandparents' names? Where were they born? Are you named after anyone in the family? I'd love to know about any relatives you have in other countries.

Looking forward to hearing from you.

Reply

Thank you for your email. Here is some information that might help you.

My (grandmother's/ grandfather's) name is … . I'm named after my … . I've got an (older sister/ younger brother). She's/ He's called … . My mother/ father is an only child. Some of my relatives live in …

1.5 Family history

In this lesson you will...

- read about people tracing their ancestors
- use *which/that, who* and *whose* in defining relative clauses.

Key words: Geography

Africa
Asia
China
Europe
Indonesia
south-east

- **Look at the words in the geography key words box. Which are continents? Which are countries? Which is a point of the compass?**

Reading

1 **Look at the map and read the article to find out about a scientific approach to family history. What does the map show?**

A remarkable journey

'I'm from Spain and my parents, grandparents and great-grandparents are Spanish too. I'm interested in family history, so I asked my parents to do a DNA test to find out about our ancestors. We discovered that our family history started in Africa. The DNA test showed that we're part of a family whose ancestors travelled from Africa through Europe to get here. It's a fascinating story. They were part of a group which also travelled as far east as China. I had no idea!' *Serena*

Did You Know?

DNA (deoxyribonucleic acid) is the hereditary material in humans and in almost all other living things. DNA is in the nucleus of the cells. It contains genetic information and instructions. What is 'DNA' in your language?

'I discovered that I'm descended from people who travelled across three continents. I wondered how they crossed from Asia into Alaska and then into Canada. I discovered there was once a land bridge that linked the two continents. That was more than 15,000 years ago. Amazing!' *Zak*

'I was surprised to find out that my ancestors travelled from Africa, through Asia and finally settled in South-East Asia, in Indonesia, where thousands of years later I was born. It's interesting to think that I share ancestry with people who live in countries far away. In a sense, they are my relatives, just like my cousins here in Jakarta. It made me think that we are all one big family!' *Vikal*

2 **Answer the questions.**

a How did Serena find out about her ancestors? What did she find out?
b How did Zak's ancestors reach Canada? Can people today make the same journey?
c Where does Vikal live? Which route did his ancestors take to get there?
d How do Serena, Zak and Vikal feel about their discoveries?

Use of English *which/that, who* and *whose* in defining relative clauses

Remember: *which / that* for things, *who* and *whose* for people.

There was once a land bridge. The land bridge linked the two continents.
There was once a land bridge ***which / that*** *linked the two continents.*

I share ancestry with people. Those people live in countries far away.
I share ancestry with people ***who*** *live in countries far away.*

I'm part of a family. Our ancestors travelled a long way to get here.
I'm part of a family ***whose*** *ancestors travelled a long way to get here.*

Why is it a good idea to join sentences together with *which / that, who* or *whose*?

3 **Join these sentences together with *which / that*, *who* or *whose*.**

a You can do a DNA test. The test tells you where your ancestors came from.
You can do a DNA test that **(or *which*)** ***tells you where your ancestors came from.***
b I've got some cousins and other relatives. They live in Italy.
c Just over 8000 years ago there was a land bridge in Europe. The land bridge linked Britain to France.
d I'm one of three Irish people in my class. Our ancestors all came from Limerick.
e There are special websites and apps. These websites and apps help you find out about your family history.

Speaking

4 **Work in pairs or groups. How would you explain to your parents or friends what you have learned from reading 'A remarkable journey'?**

1.6 You and your school

In this lesson you will...

- listen to students talking about what they've done at school
- ask and answer questions about what you've done at school this term.

- **What are the main differences between your secondary school and your primary school?**

Reading

1 **A teacher has asked new students to describe their first few weeks at secondary school. Read what two of them said. Are they mostly positive or negative about their new school?**

2 **Answer the questions.**

a How long have Anisha and Felipe been at their new school?
b What has Anisha done outside lessons?
c What was difficult for Felipe at first?
d What went well for Felipe last week?
e What do you think Felipe means by 'so far, so good'?

My first few weeks at secondary school have gone well. I've enjoyed doing new subjects like chemistry. It's fun learning in a lab. I've also joined the school jazz band. I play the trumpet and we practise after school on Wednesdays. I've played volleyball, too. And I've made a lot of new friends.

Anisha

In the first week, I got into trouble when I was late for a lesson because I couldn't find the classroom. I've enjoyed English and I gave a presentation in history last week. It went well. I've played football but we haven't had any matches yet. I've got lots of new friends now. So far, so good!

Felipe

Use of English Present perfect simple

Present perfect simple	Past simple
We use the present perfect simple to talk about situations continuing up to the present. *Which subjects **have** you **enjoyed** this term?* *I'**ve enjoyed** science.* ***Has** the headteacher **spoken** to you?*	Remember, we use the past simple to talk about situations which have ended. *Which subjects **did** you **enjoy** last term?* *I **enjoyed** maths.*

We also use the present perfect when we don't specify a past time.
*What **have** you **done** in history? We'**ve done** the Ancient Greeks.*

3 **Complete the sentences using the present perfect of the verb in brackets.**

a I've ***made*** *(make)* a lot of new friends this term.
b I think we …… *(have)* too much science homework this term.
c I …… *(enjoy)* new subjects like technology and design.
d I'm in the football team, but we …… *(not play)* any matches yet.
e My friend …… *(be)* in trouble with the headteacher.
f …… you …… *(see)* the science labs? They're great!

Listening

4 **Before you listen, read the questions in the survey. Who do you think wrote the survey? Who is going to answer it?**

5 **Listen to Anisha and Felipe doing the survey. Have they done well at school this term?**

6 **How did Anisha and Felipe answer each question? Listen again.**

Class survey

This term …

1 Which subjects have you enjoyed this term?
2 Which subjects have you enjoyed least?
3 What have you done in science?
4 What have you done in history?
5 Have you had good marks in all subjects?
6 Have you done any after-school activities?
7 Which sports have you played?
8 Have you been in trouble? And what for?
9 Has the headteacher spoken to you?
10 Have you enjoyed this term so far?

Speaking

7 **With a partner, ask and answer the questions in the class survey.**

Step 1: Partner A: Practise asking the questions in the survey with the correct pronunciation and intonation.

Partner B: Decide how you are going to answer the survey questions. Use the text in Exercise 1 and the answers to Exercise 3 to help you.

Step 2: Listen again to the conversation between Anisha and Felipe to help you.

Step 3: Ask and answer the questions in the survey.

1.7 Improve your writing

In this lesson you will...

- write an account of your first weeks at secondary school for the school website.

Follow these steps.

Step 1: **Work in groups. Discuss these questions.**

- Should the style be formal or informal?
- How long should your account be?
- Will it include photos or illustrations?

Step 2: **Write a plan for your account.**

On the opposite page there is a plan for you to follow.

Step 3: **Ask another student to check your plan.**

Step 4: **Write your account.**

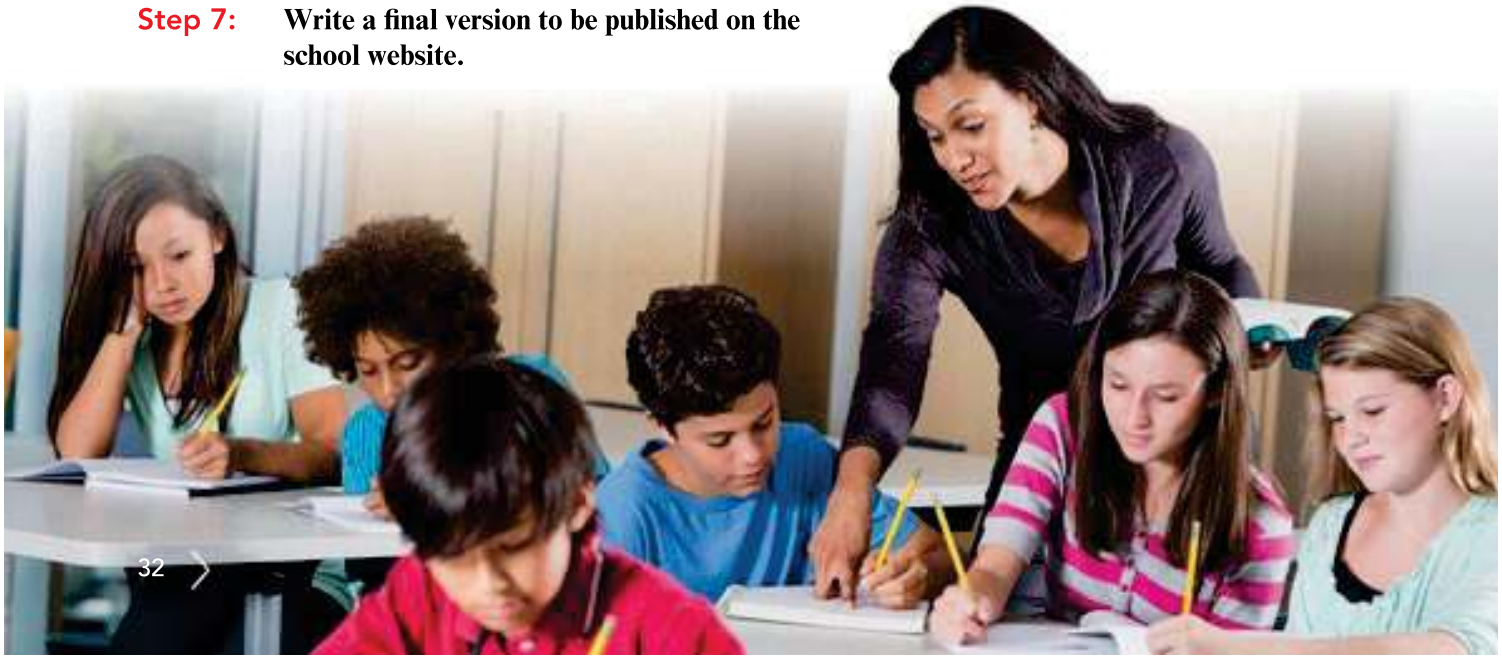
Step 5: **Read through your account and check for mistakes.**

Pay attention to punctuation: are the apostrophes (’) in the correct places?

Step 6: **Ask another student to read your account and comment on it.**

- Have you followed the plan on the opposite page?
- Is the information clear?
- Are the verb tenses correct (especially present perfect and past simple)?
- Have you used apostrophes correctly?
- Are there any spelling mistakes?
- Can you add anything to make it better?

Step 7: **Write a final version to be published on the school website.**



PARAGRAPH 1

General impressions

My first few weeks at secondary school have gone well.

The first few days

At first, …

PARAGRAPH 2

School subjects and homework

My favourite subject is …

It's fun (learning / doing) …

In science / history we've …

We've had quite a lot of homework in …, but not much in …

PARAGRAPH 3

Progress

I've had good marks in …

I haven't done so well in …

PARAGRAPH 4

After-school activities

I've joined …

I've played …

PARAGRAPH 5

Conclusion

I've enjoyed …

I've learned …

I've made some new friends.

All in all, I've …

1.8 Project challenge

Project 1: Family history

You're going to write a profile of the oldest person in your family.

1 Read this account of an older family member. You're going to write something similar.

> **The oldest person in my family is my great-grandmother. She's my father's grandmother. Her name is Giulia. She's 96 and she was born in Naples, in Italy. She had seven brothers and sisters. When she was 18, she emigrated to Argentina with two of her brothers. She's lived here for 78 years and she's never been back to Italy, but she still speaks Spanish with an Italian accent! I've got some cousins and other relatives who live in Italy. I haven't met them, but I'd love to meet them one day.**
>
> ***Cecilia, Buenos Aires, Argentina***

2 Think of an older member of your family.
Do some research to find out as much as you can about them.

- **a** What's his / her name?
- **b** How are you related to him / her?
- **c** How old is he / she?
- **d** Where was he / she born?
- **e** Does / Did this person have brothers and sisters?
- **f** Do you know anything interesting, amusing or surprising about him / her?

3 Write a profile of this person. Use Cecilia's profile of her great-grandmother to help you.

4 Work in groups. Other members of the group ask you the questions in Exercise 2.
They can ask other questions if they want to.

- Was it useful to write an account of the family member before you answered the questions? Why?
- Did anybody ask you a question you couldn't answer? What did you say?

Project 2: A guide to social customs

You're going to design and write a guide to social customs for an exchange student visiting your school.

1 Work in groups. There are going to be two sections in the guide. Discuss the following questions and write down your ideas.

Section 1 Meeting and greeting

- What do you do when you meet someone for the first time? Are there different customs for greeting people of different ages?

  When you greet an older person, for example a grandparent, you …… .

  When you meet an adult, you smile and shake hands. You shouldn't …… .

- How should children address their teachers?

  They should call them …… .

Section 2 Gifts

- What do visitors need to know about gifts?

  When you visit someone, you can take …… .

2 Divide the work among the members of your group.

Who is going to write Section 1?

Shall we write Section 2?

Who wants to find the photos and illustrations?

3 Design and write your guide.

4 Exchange guides with another group. Make constructive comments and suggestions.

- How did working in groups help you?
- What did you learn from the comments of other students?
- Did you get ideas to improve your work from looking at other projects in the class? What were they?

1.9 Fiction

***To Give* by Vimal Shinagadia**

Vimal Shinagadia is 16 years old.

'My name is Vimal and I go to Whitefield School in London. This story is a traditional Hindi story and it was told to me by my friend's mother.'

1 Read and listen to the first part of the story.

Do you think the story is based on real events and real people? Or is it a fable – a traditional story that teaches a moral lesson? Give your reasons.

2 Work in groups. Summarise this part of the story in no more than ten sentences.

Step 1: Say what you remember of the key points of the story. Make sure every member of the group has a chance to say something.

Step 2: Choose one member of the group to write down the summary. Everyone in the group helps the person who is writing the summary.

Step 3: Each group takes it in turn to read their summary. The rest of the class listens to check that the details are correct.

3 Answer these questions.

a How would you describe the character of the king in this story?

b How would you describe the character of the peasant?

c Find four time expressions in the story. How do these time expressions help you when you're reading?

Once upon a time, …

4 How many times does the writer use the word 'gold'? Why do you think he repeats the word?

5 Fables and traditional stories often feature an action that is repeated. What is the action in this part of the story that is repeated? Can you think of another traditional story where an action is repeated?

6 What do you think is going to happen next?

- What is the king going to do?
- What is the peasant going to do?
- How is the story going to end?

2 generous: wanting to help people by giving them money

6 gather: to come together

8 peasant: a poor farmer

8 crept: (*past tense of creep*) moved quietly and carefully

9 huddle: to move very close to

18 royal guard: a person who protects a king or queen

21 thief: a person who steals

21 steal: to take what is not yours

22 capture: to catch a person and keep them as a prisoner

23 prison: a place where thieves and other criminals are kept

29 damp: slightly wet

30 cell: a small room in a prison where a prisoner is kept

34 gladly: happily

37 fall on hard times: to have little or no money and other difficulties in life

40 drought: a long period of time when there is no rain

41 cattle: cows

58 bestow: (formal) to give someone an important present

To Give

Once upon a time, there was a very powerful and very generous king who gave much of his gold to the poor people of his lands. Each morning, the king would wake up early and share his gold with the poor people who had gathered at the gates of his palace so that they might buy food and clothing.

One night, a peasant crept up to the palace and huddled up against the wall where he would not be seen. The peasant decided that he would camp by the gates of the palace so that he would be the first in line to receive some gold pieces from the king the following morning. "If I am the first," reasoned the peasant, "then perhaps the king will give me more gold and I will no longer be poor or hungry."

But when one of the royal guards noticed the peasant creeping around at the gates of the palace, he thought that the man must be a thief come to steal the king's gold in the night. And so the guard captured the peasant and locked him away in the prison beneath the palace.

The next morning, after being told of the events of the previous night, the generous king decided to go and talk to the peasant who was locked in his prison.

The king approached the dark and damp cell and asked the peasant, "Why would you want to steal from me when all you had to do was ask for gold in order to feed and clothe yourself; do you not know that I would have given it to you gladly?"

09 *Turn the page to find out what happened.*

The poor man explained that he was not a thief at all, but simply a peasant who had fallen on hard times and now needed help. "I was once a good farmer and a good businessman," said the man, "until the droughts came and thieves stole my cattle."

The peasant looked directly at the king. "I did not come to steal from you," he insisted. "I came in the night so that I might be the first to receive some gold in the morning. That is all, I promise."

Upon hearing the peasant's story, the generous king was much moved. He ordered the guards to release the man from his prison. Then he gave the peasant ten gold pieces with which to change his fortunes. The peasant thanked the generous king and left the palace with his gold.

But the next day, the peasant was not satisfied with his gift of ten gold pieces. Each night he returned to the palace and waited by the gates, and each morning the generous king bestowed upon the peasant ten more gold pieces.

This went on for many nights and many days, until the king asked the peasant, "Why do you continue to come to my palace when I have given you so much gold? Surely you are no longer poor or hungry?"

"But I wish to be like you," said the peasant to the king. "I want to be rich and powerful."

"But will you also be generous to the poor of the land?" asked the king.

The peasant thought about this question for a few moments before he answered. "Yes, indeed I would, Your Majesty."

"Then I shall give you half of my kingdom and half of my riches," replied the king, "but you must promise me that you will always be generous to those who might need your help."

The peasant agreed, and so the king gave half of all his wealth and half of his entire kingdom.

The years passed quickly and the peasant proved to be a wise and generous man. He used much of his gold to plant food and raise cattle, and very soon he had doubled his riches and was able to share more and more wealth with the poor people of the land.

The king watched from his palace and was very pleased with what he saw. He knew then that to give was the greatest pleasure there ever was in the world. By sharing what he owned with others, the generous king was able to make many people happy. The peasant had learned this lesson well and he too shared his wealth and happiness with those around him. And very soon, because the king and the wise peasant both gave so generously, there was no more poverty or hunger in the whole of the land.

76 wealth: money and possessions
77 entire: whole, including everything
78 prove to be: to show that you are (for example, wise and generous) after a period of time
78 wise: intelligent because you have a lot of knowledge and experience
83 pleasure: enjoyment
84 own: to have (you own something that belongs to you)

7 Values **Work in groups. Discuss these questions.**

a Did you guess the end of the story correctly?

b How was your version of the end of the story different from the writer's version?

c What is the moral of the story? Do you agree with it? Give your reasons.

8 **Choose one of the following scenes and imagine what the people in the story said to each other. Write a short dialogue.**

Line 22 The royal guard captures the peasant.

Line 47–50 The king hears the peasant's story and releases him from prison.

Imagine the peasant goes home and tells his family what has happened.

Check your progress

General knowledge quiz

How much can you remember about what you've learned?

1 What did the Greeks leave for the Trojans at the gates of their city, Troy? Why did they leave it there?

2 Look at the photo. What is it?

3 The Statue of Liberty was a gift from one country to another. Which were the countries?

4 What is at the feet of the Statue of Liberty?

5 What is a centenary?

6 In India, what colour flowers should you not give as a gift?

7 Put the letters in the correct order to make the names of three continents:

FARICA **UPEORE** **IASA**

8 It's in the nucleus of cells and it contains genetic information. What is it?

9 Alaska is part of the USA but it has a land border with which other English-speaking country?

10 How did people cross from Russia into Alaska more than 15,000 years ago?

Vocabulary

Meeting and greeting

1 **Make six phrases for meeting and greeting using the words in the circle.**
How are things?

are afternoon how
good morning later see you
nice to meet things

2 **Complete the phrases for meeting and greeting.**

a to n ..... your head
b to b ..... your head
c to sh ..... hands
d to p ..... your hands together

Family

3 **Complete the sentences.**

a I haven't got any brothers or sisters. I'm an ..... child.
b My sister has got two children, a girl and a boy, so I've got a niece and a ..... .
c My mother's grandmother and grandfather are still alive, so I've got two ..... .
d My mum's from Colombia, so we've got cousins, aunts, uncles and other ..... there.
e Thousands of years ago, some of our ..... came from Scandinavia.

Use of English

1 Use the past simple of the verbs in the box to complete the text messages.

have be go see take

Last night, I ***went*** with my mum and dad to the cinema and we [1]_____ a really good film. Afterwards we [2]_____ ice creams. They [3]_____ so colourful! I [4]_____ this picture of them.

Great picture! Which cinema ***did you go*** to? What [5]_____ the film about? How many ice creams [6]_____ ? I went to the skating rink yesterday evening but I [7]_____ you there. Now I know why!

2 Rewrite these sentences putting the apostrophe in the correct place.

a My friends brother is a footballer. ***My friend's brother is a footballer.***
b Our headteachers name is Mrs Smith.
c Our science teachers names are Mr Hassan and Mrs Vidal.
d My parents apartment is above their shop.

3 Use *which / that*, *who* or *whose* and the most suitable ending from the box.

a The story is about a king
b I've got a gold watch
c In my class there's an Australian girl
d This is a very interesting book

He gave a lot of money to the poor.
It tells you how to trace your family history.
It belonged to my great grandmother.
Her sister is a famous tennis player.

Summary checklist

I can
- ☐ talk about some customs of meeting and greeting.
- ☐ understand some descriptions of some famous gifts in history.
- ☐ talk about giving gifts.
- ☐ describe my family members and my family history.
- ☐ understand and talk about tracing ancestors.
- ☐ talk about my experiences at secondary school.
- ☐ have a conversation about giving gifts.